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ABSTRACT

This study examined the type of change that occurs in student-faculty relationships. The events perceived by the students as creating change in the relationship were considered "turning point events." Through a process of interviewing 45 senior students and then applying content analysis to the interview data, the researchers were able to construct a typology of turning point events. These events were viewed as important because of their contribution in changing the direction (either positively or negatively) of the relationships students have with faculty. After identifying these events, a typology of eight mutually exclusive and exhaustive "turning point" categories was created. These events seemed to occur during one of three different contexts: during moments of academic evaluation, during changes in classroom communication climate, and during dyadic interactions between student and teacher. A discussion is offered on the implications of these results for teacher training and future research. The data collection form is appended. (JD)

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# A TYPOLOGY OF TURNING POINT EVENTS IN RELATION TO STUDENT-FACULTY INTERACTION

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A TYPOLOGY OF TURNING POINT EVENTS IN RELATION TO STUDENT-FACULTY INTERATION


## Abstract

In 1986, Bullis and Baxter created a typology of events which bring about change in romantic relationships. Termed "turning point" events, the researchers were able to identify 26 types of events resulting in relational change. The importance of this research lies in the usefulness of Bullis and Baxter's typology in understanding how these events affect the development of relationships.

The purpose of the present study was to examine events leading to changes in student-faculty relationships. In particular, this study sought to identify--from student perspectives--specific events associated with positive or negative changes in student-faculty relationships. After identifying these events, the researchers created a typology of eight mutually exclusive and exhaustive "turning point" categories. These turning point events seem to occur during one of three different contexts: during moments of Academic Evaluation, during changes in classroom communication climate, and during dyadic interactions between student and teacher.

This paper concludes with a discussion of the implications of these results for teacher training and future research.

TURNING POINTS IN TEACHER-STUDENT RELATIONSHIPS:

AN EXPLORATORY STUDY

Many studies in many different fields have attempted to increase our understanding of what constitutes effective instruction and how teachers can be taught to deliver excellence in instruction. Both within and outside the field of communication, research has been focused both on the development of communication curriculum as well as on better understanding how teacher-student relationships can best be developed and managed to effect optimal learning. To date, many interesting studies and lines of research have been pursued. For instance, Pascarella and Terenzini (1977, 1978, 1980) and Terenzini, Theophilides, and Lorang (1984) have done extensive research demonstrating that mere frequency of student-teacher contact in itself is positively and linearly associated with students' academic, intellectual, and personal growth. Endo and Harpe (1982) and March and Overall (1980) also document the impact teachers have in increasing students' receptivity to learning, although neither of these studies identified the specific interactional (communication) dynamics accounting for these outcomes.

More recently, Powell and Arthur (1985) have demonstrated the impact of positive teacher-student relationships on student perceptions of teacher credibility and, further, have also demonstrated how these perceptions fluctuate at various times throughout the course. Powell is currently undertaking further studies in this area, and this line of research holds considerable promise for further demonstrating the positive impact of preferred teacher-student relationships.

While interesting and promising, none of the above research demonstrates precisely how we might go about learning which specific communication

events trigger improvement or decrement in teacher-student relationships. Were such information available to us, we might then be able to help teachers learn how to avoid the specific interactional difficulties thwarting good teaching as well as pursue those that optimize learning and teaching. Perhaps assistance in this area can be rendered by attending to the work of Bullis and Baxter (1986). Their recent work has introduced the Retrospective Interview Technique as a means of identifying important moments in the change of romantic relationships, called "turning points." These turning points are interesting concepts on two counts: first, they serve as signposts signalling salient moments of positive or negative change; second, they help us to understand why change occurs in the fashion that it does, at least within the context of romantic relationships.

Quite possibly, the Retrospective Interview Technique can also be applied to the study of teacher-student relationships, thereby helping us discover the types of turning points most frequently associated with effective teaching. Accordingly, the present study was undertaken in pursuit of these exploratory questions:

RQ.1: Is it possible to apply the Retrospective Interview Technique to the study of teacher-student relationships and in so doing identify salient turning points in the development of those relationships?

Rationale: Were it possible to demonstrate the feasibility of this methodology, then future research might be undertaken refining and further benefiting from its application.

RQ.2: Presuming RQ.1 is answerable in the affirmative, then what types of turning points are typically associated with student perceptions of positive versus negative developmental changes, and what explanations underlie these valances?

Rationale: Since this was an exploratory study, and inasmuch as teaching is very much a receiver-oriented enterprise, it was thought appropriate to focus initial attention on student perceptions only. Further, by concentrating attention on positive versus negative change, one is able to identify incidences, which when either implemented or eliminated, are most likely to result in maximal and positive change.

## METHODOLOGY

### Participants:

Participants in this study consisted of 50 senior students attending a West Coast state-supported university during Spring Semester, 1987. Students ranged in age from 21 to 40 with a mean age of 27. Seniors were selected for the study because they have experienced several years of interaction with college instructors and would have broad selection to choose from when being asked to report in detail of a positive or negative relationship they had had with a teacher.

Forty-five students agreed to be interviewed. Among the forty-five respondents, 27 were male and 18 were female, with 14 males and 9 female respondents recalling relationships of an overall positive nature and 13 males and 9 females reporting experiences of an overall negative nature.

Instrumentation:

Two documents were used by the research team when conducting interviews with respondents, the Data collection Form (Appendix A) and the Turning Point Study Graph (Appendix B). Both documents were filled out by the interviewers. The Data Collection Form was completed by one member of the research team for the purpose of recording three sets of data. The top section was used to record the respondent's demographics (name, age, sex, cumulative grade point average, major, title of course taught by instructor being evaluated, and sex of that instructor). The middle section provided space to record information regarding the respondent's relationship with the faculty member prior to the first day of the course. The bottom section was used to list and describe events recalled by the respondent which were perceived as changing the respondent's relationship with the instructor.

The second document used in the interview process was the Turning Point Study Graph. The ordinate axis reflected a rating scale of enthusiasm while the abscissa axis represented the 15 week time period in a semester. While on interviewer recored the event described by the respondent, the second member of the research team plotted the event on the Turning Point Study Graph. Respondents were asked to recall their level of enthusiasm immediately prior to their participation in the course. This level of enthusiasm formed the baseline from which subsequent change events could be compared. The second interviewer plotted all subsequent events described by the respondent.

Procedures:

The Retrospective Interview Technique (Huston et al., 1981) was used to collect the turning point data for the study. This interview technique allowed respondents to freely recall any events associated with the faculty

member and discuss or describe in thier own words the significance of those events. Interviewers did not coach the respondents in any way nor did they suggest any possible events that might have occurred.

Prior to data collection, a series of practice interviews were conducted to pretest the measuring instrument and refine interview techniques. The research team worked in pairs consisting of one male and one female. Participants were interviewed individually by the research team.

Participants in the study were contacted by phone and scheduled for an interview. All the interviews were completed during a two-day session between 10 a.m. and 5 p.m. on a Tuesday and Friday occurring in the eleventh week of the semester. Of the fifty students contacted, five were unable to participate in the study as their previously scheduled activites prevented their attendance at any time on the two interview days. All students participating in the study were contacted by phone the day before their scheduled interviews in order to remind them of the time and place of the interviews. The researchers felt that this reminder was instrumental in establishing the importance of the interview and in ensuring attendance at the interview session of all the participants.

Two days before the first interview session, the researchers established by randomization which respondents would be asked to describe positive and which would describe negative relationships. The actual interview began with the interviewers requesting the respondent to recall a college instructor with whom the respondent experienced a very positive (or negative--depending upon the assignment for that respondent) relationship. While the respondent reflected upon the request, the interviewer asked for demographic data and recorded it on the Data Collection form.

Once the respondent indicated he/she had selected an instructor with whom a significant experience was shared, the interviewer recorded the subject matter of the course taught by that instructor, the status of the course (requirement or elective), and the sex of the instructor. The interviewer stressed that the name of the instructor was not to be revealed by the respondent during the interview session.

At this point in the interview, the respondent was presented with the graph. The interviewer discussed the abscissa axis which represented a time interval in terms of the 15 weeks in a semester. The interviewer next explained the meaning of the rating scale on the ordinate axis in terms of both the percentage of enthusiasm (+100% to -100%) and the Likert-type labels (Most Enthusiastic to Most Unenthusiastic).

After the explaination of the graph, the respondent was asked to recall and describe their level of enthusiasm toward the instructor immediately prior to the first day of class. The interviewer completing the Data Collection form recorded that description in the "prior experience" area of the form. The second interviewer plotted the respondent's initial degree of enthusiasm on the ordinate axis, and this cnstituted the baseline measure of enthusiasm.

The respondent was then asked to identify and describe each subsequent event which the respondent perceived as changing his/her enthusiasm toward the instructor. The interviewer asked probing questions in order to determine when the events occurred in the semester and what level of enthusiasm the respondent associated with each event. The interviewer plotted on the graph the respondent's indicated level of enthusiasm attributed to the identified event and the week in which the event occurred.

The second interviewer wrote a summary description of the event on the Data Collection form.

The interview continued until the respondent had presented all events perceived as affecting his/her enthusiasm level toward the faculty member. After all the events had been identified and plotted, the interviewer gave the graph to the respondent to examine. The respondent was encouraged to note and correct discrepancies, and add new events not previously recalled until the respondent was satisfied that the graph was an accurate depiction of the semester's events. The respondent was then thanked for her/his participation and told that the results of the study would be made available in the reserve library for their perusal.

Data Analysis:

Content analysis of the interview data allowed the researchers to inductively develop three mutually exclusive and exhaustive categories of turning point events. A turning point event was considered to be any event which changed the respondent's degree of enthusiasm toward the instructor as indicated on the enthusiasm scale (ordinate axis) of the graph. An upward or downward movement of the line used to connect the one point with the previously recorded point was considered a turning point event. The difference in the percent of enthusiasm marked the degree of change experienced at that turning point event. The researchers arbitrarily set five percent as the minimum amount of change required for an event to be deemed significant and to be considered a turning point event.

Upward movement in the line connecting one point on the graph to another represented positive turning point events; a downward movement reflected

negative turning point events. A combination of both positve and negative turning points events could occur when respondents were describing either a positive or negative relationship with a faculty member. An event was considered a negative turning point event even if the line connecting the points on the ordinate axis remained above 0% (e.g., a decrease in enthusiasm level from +25% to +5% constituted a negative turning point event). Likewise, an event was considered a positve turning point event even if the line connecting two points remained below 0% on the enthusiasm rating scale (e.g., and increase in enthusiasm level from -50% to -40% constituted a positive turning point event).

## RESULTS

In total, participants identified 166 turning points events (see Table 1). Content analysis of this data allowed the researchers to inductively develop three mutually exclusive and exhaustive turning point categories: Academic Measurement, Classroom climate, and Interpersonal Interaction.

The Academic Measurement category consists of turning point events associated with student perceptions of faculty grading behavior. Classroom climate concerns events resulting from an instructor's communication with the class as a whole. Turning point events in this category were based on students' perceptions of the manner in which the academic atmosphere was communicated by the instructor's teaching style and attitude. Personal Interaction refers to the extent that the student-faculty relationship was affected during exchanges occurring in or outside the classroom.

### Category 1: Academic Measurement

The respondents reported a total of 66 Turning point events (32 positive, 34 negative) in this category.

Subcategory A: Fulfillment of Expectations.

This subcategory refers to the respondent's perception of how clearly the faculty member sets forth standards for performance. A total of 33 turning point events (13 positive, 20 negative) were reported in this subcategory. Of the 13 positive turing point events identified, five respondents indicated that they "felt good about the test." Other respondents reported "fair grading practices" and an instructor who was "a fair shooter." Of the 20 negative turning points identified, nine respondents felt that they "deserved higher grades." Other respondents reported that exam "questions were unclear: and "instructor did not follow the syllabus."

Subcategory B: Situational Adaptability.

"Situational Adaptability" involves turning points occurring as a result of the instructor's willingness/unwillingness to deviate from performance measurement standards in order to accommodate unexpected student needs. A total of 21 turning points events (12 positive, 9 negative) were recorded. Eight of the 11 positive turning points were reported by students who were "allowed extra time to complete assignments." Other examples were extra review sessions and "willingness to adjust class curve." Of the nine negative turning points, all dealt with an instructor's "unwillingness to extend deadlines" based on students' personal requests.

Subcategory C: Performance Feedback.

Turning point events recorded in the subcategory, "Performance Feedback," refer to the instructors verbal or written comments that offered additional observation beyond the typical performance measurement. A total of 12 turning points events (11 positive, 1 negative) were reported in this

subcategory. Nearly all the positive turning points referred to "positive feedback" given to the respondent by the faculty member. The only negative report portained to a faculty member having told respondent that he was "just a C student."

In summary, inasmuch as 40 percent of all turning point events were associated with academic evaluation, it is then clear that students assign considerable importance to grading in influencing student-faculty relationships.

Category 2: Classroom Climate

As reported before, Classroom Climate refers to turning point events experienced as a result of faculty communication with the class as a whole. A total of 64 turning point events (36 positive, 28 negative) were recorded in this category. Two subcategories were identified.

Subcategory A: Learning Facilitation.

"Learning Facilitation," refers to the communicative behavior that is exhibited by the instructor which can serve to enrich the presentation of course materials. A total of 50 turning point events (35 positive, 15 negative) were reported. Of the 35 positve turning points, 11 respondents felt the instructor was "enthusiastic about teaching" and "had a sense of humor." Other examples which related to the instructor's teaching style included "good organization," "down-to-earth manner," and "conversational speaking style." Of the 15 negative turning points reported, 7 indicated that the instructor was "unorganized" and "a poor lecturer." Other respondents reported that the instructor did not "show up for a scheduled meeting" and "was not available to further explain course material."

Subcategory B: Ethical Imposition.

"Ethical Imposition" involves turning point events resulting from the instructor's deviation from what students perceive to be appropriate professional standards. A total of 14 turning point events (4 positive, 10 negative) were reported. The four positive turning point events resulted from students who perceived the slightly unprofessional mannerisms of their instructors ("profanity" and "invitation to party") as a vehicle which facilitated greater discussion and class camaraderie. Of the 10 negative turning points cited, 5 respondents noted "open bias" displayed by the instructor in responding were favorably toward one gender or the other, or who seemed to accept or reject students capriciously. Other examples cited include instructors who "left during class" and told stories not related to course materials."

In summary, a total of 39 percent of all turning points reported in the study were the result of events occurring during the instructor's interaction with the class as a whole. Thus, it is aparent that presentation style and professionalism figure predominately in student assessments of teachers and whether they wish to pursue positive working relationships with them.

Category 3: Personal Interaction

"Personal Interaction" involves turning point events occurring as a result of an instructor's communication with a students on an individual basis. A total of 36 turning points events (21 positive and 15 negative) was reported in this final category. The researchers identified three subcategories in which these turning points occur.

Subcategory A: Enhancement of Self-Esteem.

"Enhancement of Self-Esteem" refers to turning point events occurring as a result of interpersonal interactions which were influential in changing respondents' attitudes and motivation toward learning. A total of 17 turning point events (17 positive, 0 negative) were reported. Nearly all of the 17 turning points occurred when the instructor personally "encouraged" the respondents " in their academic studies." Examples in the subcategory include "instructors who wrote letters of recommendation," "encouraged (respondent) to go on to graduate school," and "complimented (respondent) on enthusiasm and performance."

Subcategory B: Confrontation Creation:

"Confrontation Creation" involves a negative student-faculty interaction based on the introduction of a mutual issue. There were 17 turning point events (0 positive, 17 negative) reported. Of the 15 events reported, 7 resulted from office visits in which the instructor "did not communicate" or "help" the student understand the course materials. Five turning point events occurred when the instructor "belittled the (respondent)" or "negatively confronted the (respondent) in front of the class." Other confrontations included instructor's quick temper" and "accusation of dishonesty."

Subcategory C: Confrontation Resolution.

"Confrontation Resolution" refers to the conclusion of a mutual issue resulting from negative student-faculty interaction. Four turning point events (3 positive, 1 negative) were reported. One positive resolution occurred when the respondent met with her advisor and "learned more about the instructor's background," which enabled the

respondent to better understand the instructor's position. Two additional (positive) resolutions occurred when instructors "apologized" to students for their previous behavior. The only negative resolution resulted from the respondent's fear of "having to take another class from this instructor." Subsequently, the student" dropped out of school for one semester" and eventually "changed her major."

In summary, a total of 21 percent of all the turning point events reported in the study occurred during personal interactions between the respondent and faculty member. The researchers found that self-enhancement often led to positive change in student-faculty relationships, while personal confrontation often resulted in a deterioration of enthusiasm toward the relationship.

## Implications

This study was intended to examine the type of change that occurs in student-faculty relationships. The events perceived by the students as creating change in the relationship were considered "turning point events." Through a process of interviewing 45 senior students and then applying content analysis to the interview data, the researchers were able to construct a typology of turning point events. these turning point events were viewed as important because of their contribution in changing the direction (either positively or negatively) of the relationships student have with faculty. As previous studies have indicated (Terenzini, Theophilides, & Lorang, 1984; Endo & Harpel, 1982), a positive relationship with an instructor increases the student's motivation for learning. The concept, then, of turning points is important for it establishes events that lead to a positive relationship change with an instructor, which may ultimately

increase the student's enthusiasm for learning. Moreover, a negative turning point event can produce the opposite effect: the student becomes less enthusiastic about learning.

The turning point events identified in this study fall into three categoiries: Academic Measurement, Clasroom Climate, and Personal Interaction. Academic measurement is comprised of turning point events involving the students' understanding of how they are evaluated. Forty percent of all the turning points identified were linked to student grading evaluations made by the instructor. The high percent of turning points occurring in this category indicates the salience and importance of grading and feedback as perceived by students.

Within the Academic Measurement category, the greatest number of turning points were assigned to the "Fulfillment of Expectations" subcategory. Clearly, students want to know the instructor's standards for performance measurement and then be evaluated based on those standards. When students' expectations were fulfilled, they seemed to experience a greater feeling of satisfaction and fairness with regard to their relationship with the instructor. Instructors precisely communicating the learning objectives and then evaluating students according to those communicated objectives will have much greater likelihood of influencing positively student learning.

Also under the category of Academic Measurement, analysis of the data in the subcategory of "Situational Adaptability" suggests that positive relationships can evolve if an instructor is flexible when handling events involving exceptions to the standard. Periodically, serious and compelling circumstances occur which make it difficult for a student to meet an

assignment deadline or to be properly prepared for an exam. Better rapport with the student can develop if the faculty member recognizes these special needs and makes certain allowances, especially in such incidents as illness, participation in various academic/athletic competitive events off campus, et cetera.

All but one of the turning point events identified in the subcategory of "Performance Feedback" positively changed the level of enthusiasm. The researchers believe that an instructor who includes some form of informal positive feedback, in addition to conventional grading feedback, will find that students are more positive about the learning process and their relationship with the instructor.

The most interesting finding in the category of Classroom Climate is the significant number of positive turning points (35) in the subcategory of "Learning Facilitation" (the greatest number of turning points present in any one category). The data suggest that it is crucial for an instructor to set a positive classroom atmosphere for learning. Respondents of the study perceive the positive classroom environment as being established by the projection of the instructor's communication style. They favorably describe the instructor as being humorous, enthusiastic about the subject matter, animated, supportive, and skillful at putting students at ease. These instructors possess the communication skills required to make good presentations, as well as provide humorous and clear examples pertinent to the class material. This is consistent with the classic Scott and Nussbaum (1981) study indicating the importance of the role of communication style on the perception of teaching effectiveness. It is reasonable to assume that the more effective an instructor's communication style, the more positive the

relationship will be between the student and the faculty member.

With only 14 turning points, the Ethical Imposition subcategory is perhaps too lacking in salience to warrant detailed reflection at this time. Suffice to say that gross violations of teacher--student propriety (e.g., sexual harassment) certainly triggers downward spirals in teacher-student relationships--as, for that matter, they would in any relationship. Further, lesser unethical behaviors (e.g., profanity) may also bring about some partial lack of respect, unless the teacher has what are sometimes referred to as "idiosyncratic credits"; i.e., allowances given to the source not normally given to others, primarily as a result of exceptional professional recognition achieved by that source.

The greatest degree of change experienced by a respondents was that associated with the Personal Interaction Confrontation Creation subcategory. It may be concluded from this that the greatest potential for negative student-teacher change is associated with negative, conflict-laden interpersonal interactions. Faculty must be made aware that negative interaction with students often leads to situational confrontation and relationship deterioration. Faculty can, however, occasionally alleviate these situations by taking the initiative in resolving conflicts with students.

Only four turning point events were recorded in the subcategory of Confrontation Resolution. The researchers believe that any attempt made by the faculty to resolve an interpersonal conflict is beneficial both to the student and their relationship with the faculty member. While not all resolutions resulted in "highly" positive experiences, many students viewed resolution attempts as at least a partially positive step in the right direction.

The greatest number of turning point events recorded in the category of Personal Interaction were associated with the Enhancement of Self-Esteem subcategory. These findings indicate that student-faculty relationships positively change when instructors informally interact with their students in ways fostering students' self-esteem. Seemingly inconsequential things such as "knowing a student's name," and "calling the student by name in class" were reported as increasing self-esteem in students.

## Conclusion

These results demonstrate, if nothing else, that the Retrospective Interview Technique may be used in obtaining interesting and valuable information about student perceptions of events associated with improvements or decrements in their relationships with teachers. Whether these findings and implications are generalizable to other student populations--or even to the same population from which this study's sample was drawn—remains uncertain. A confident answer will only be forthcoming after additional replication. For the moment, however, it is reasonable to at least advance the methodology reported herein as at one potentially interesting procedure for collecting rich, qualitative data, data not only intriguing but also valuable in suggesting how positive teacher-student relationships can be furthered and negative relationships avoided or altered.

TABLE 1
TURNING POINT EVENTS

| Category | MP | MN | FP | Fn | HIGH CHANGE | LOW CHANGE | MEAN |
|---|---|---|---|---|---|---|---|
| Academic Measurement (totals) | 26 | 25 | 6 | 9 | -125 | + 5 | |
| Ful. of Exp. (pos) | 7 | 5 | 1 | 0 | + 75 | + 5 | + 31.5 |
| Ful. of Exp. (neg) | 5 | 9 | 1 | 5 | -125 | - 10 | - 34.6 |
| Sit. Adapt. (pos) | 8 | 2 | 2 | 0 | + 50 | + 10 | + 27.9 |
| Sit. Adapt. (pos) | 1 | 6 | 2 | 2 | - 75 | - 10 | - 37.5 |
| Perf. Feed. (pos) | 5 | 2 | 2 | 0 | +100 | +12.5 | + 32.9 |
| Perf. Feed. (pos) | 0 | 1 | 0 | 0 | -100 | -100 | -100.00 |
| Classroom Climate (totals | 22 | 17 | 14 | 11 | -100 | - 5 | |
| Learn. Fac. (pos) | 14 | 5 | 12 | 4 | + 75 | + 10 | + 36.7 |
| Learn. Fac. (neg) | 2 | 8 | 1 | 4 | -100 | - 25 | - 44.1 |
| Eth. Impos. (pos) | 2 | 1 | 1 | 0 | + 50 | + 25 | + 50.0 |
| Eth. Impos. (neg) | 4 | 3 | 0 | 3 | + 75 | - 5 | - 32.5 |
| Personal Interaction (totals) | 10 | 11 | 7 | 8 | -175 | +(-)5 | |
| En. Self. Est. (pos) | 6 | 3 | 6 | 2 | + 75 | + 5 | + 31.2 |
| Confr. Create (neg) | 3 | 7 | 1 | 4 | -175 | - 5 | - 44.3 |
| Confr. Resol. (pos) | 1 | 1 | 0 | 1 | + 75 | - 50 | +.37.5 |
| Confr. Resol. (neg) | 0 | 0 | 0 | 1 | - 50 | - 50 | - 50.0 |
| TOTALS | 58 | 53 | 27 | 28 | = 166 EVENTS | | |

TABLE 1 (continued)

Key

- Ful. of Exp. = Fulfillment of Expectations
- Sit. Adapt. = Situational Adaptability
- Perf. Feed. = Performance Feedback
- Learn. Fac. = Learning Facilitation
- Eth. Impos. = Ethical Imposition
- En. Self. Est. = Enhance Self-Esteem
- Confr. Create = Confrontation Creation
- Confr. Resol.(pos) = Positive Confrontation Resolution
- Confr. Resol.(neg) = Negative Confrontation Resolution
- MP = Male Participants Reporting Positive events.
- MN = Male Participants Reporting Negative events.
- FP = Female Participants Reporting Positive Events.
- FN = Female Participation Reporting Negative Events.

# APPENDIX A

TURNING POINTS DATA COLLECTION FORM

Respondent Name: _____ Age: _____ Sex: M F

Major: _____ GPA: _____

Subject: _____ Required? Y N

Sex of professor: M F

EXPERIENCE

Prior to attending, what was your level of enthusiasm (percentage) toward this faculty member?

TURNING POINTS:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

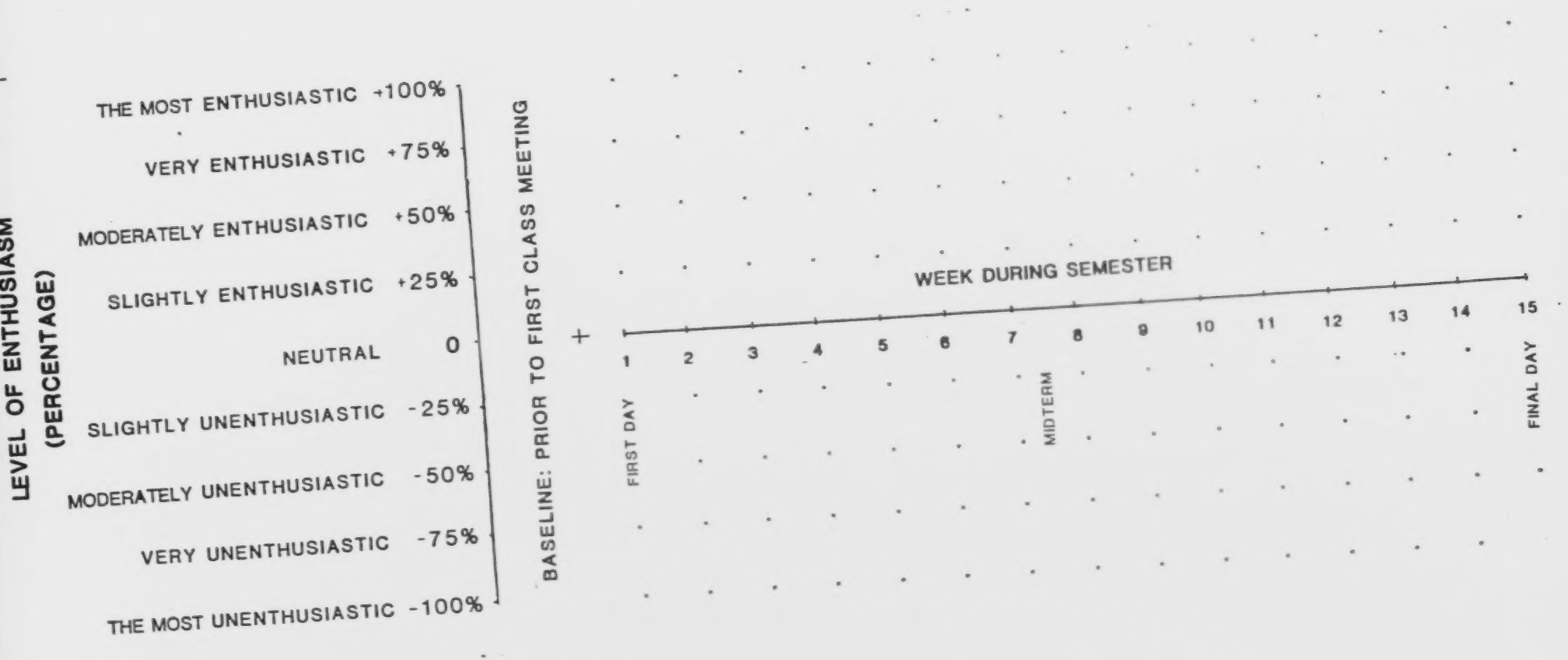
6. _____

_____

APPENDIX B

# TURNING POINTS STUDY SPRING, 1987

MISSALL,O'NEILL,PROTUS




RESPONDENT

RESPONSE TYPE POSITIVE / NEGATIVE

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